

2010

Governors' Monitoring and
Evaluation Toolkit



Annual Governor's Monitoring and Evaluation programme

It is good practice to establish a yearly programme of governor visits to your school, focused on gathering evidence to support school self-evaluation. The information gathered during these visits will enable you as governors to:

- shape the direction of the school in partnership with senior leaders
- have an enhanced understanding of areas of strength and weakness so that you can support and hold to account senior leaders effectively
- improve pupil outcomes
- secure statutory compliance

A yearly programme should be set up via the following 3 steps:

STEP 1: Agree purpose and protocols with staff,

so that mutual trust and respect are established, and to clarify the key differences between the evaluation roles of senior leaders and governors (e.g. it is never appropriate for governors to be judging the quality of teaching, however some activities will provide evidence that contributes towards judgements on the quality of learning). It is recommended that governors:

	Always	Never
BEFORE	<ul style="list-style-type: none">▪ Agree the details of the visit with senior leaders▪ Agree the purpose of the visit▪ Agree levels of confidentiality▪ Notify all staff	<ul style="list-style-type: none">▪ Turn up unannounced
DURING	<ul style="list-style-type: none">▪ Stick to the agreed protocol	<ul style="list-style-type: none">▪ Interrupt the teaching
AFTER	<ul style="list-style-type: none">▪ Thank the staff and children▪ Give praise where it's due	<ul style="list-style-type: none">▪ Leave without a word

STEP 2: Agree a template for the governor visit report form

with senior leaders and issue this to all staff for their agreement (see example on the following page).

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An example of a template for the governor visit report:

GOVERNOR	DATE OF VISIT
FOCUS OF VISIT	ACTIVITY/FORMAT
Key questions to seek answers to:	
TIMETABLE: (When? What? With who? How?) (<i>agreed in advance with staff</i>)	
Outcomes:	
Further comments:	
Signed:	Date:

STEP 3: Draw up an annual programme of governor visits

and share this with staff. (See example on following page).

Do bear in mind:

- what is practical/achievable by who/when?
- what is most helpful towards improving the school? (ie make sure they relate to the identified priorities)
- activity should be centred on the committees
- how will outcomes be recorded and reported?
- scheduling just one or two activities per term which can be completed and done well is always better than attempting to do too much

Initial considerations:

- Link governors to improvement priorities rather than subjects (why monitor and evaluate a strength to the same extent as a weakness?)
- Arrange for governors to visit in pairs (one experienced, one less experienced to increase capacity) in conducting monitoring/evaluation activities
- Review Committee activities to ensure meetings provide opportunities for governors to raise appropriate questions about school effectiveness
- Review the content/format of the HT's report (e.g. in line with the new SEF) to ensure it provides you with all the information you need to fulfil your responsibilities as a 'critical friend'.
- Agree how outcomes of visits will be recorded – good practice is to have an evidence file set up for each section of the SEF to which you can contribute
- Agree to whom & when outcomes will be reported

Examples of activities to schedule within your yearly programme:

- Statutory compliance audits
- Equalities/Inclusion audits
- Safeguarding audits
- Community Cohesion audits
- Engagement with stakeholder (parents/carers, pupils) questionnaires – distribution/analysis/next steps
- Focused discussions with children about their learning
- 'Learning walks' with an agreed focus (see example/templates below)
- Directed observations of aspects of school life – eg behaviour, Every Child Matters outcomes
- Regular data analysis – RAISEonline, FFT, internal tracking (eg 3 x per year) so that interventions and resources can be strategically targeted (see below)
- Reports from/meetings with subject leaders (eg via committees)

Governors also have a role to play in ensuring that all policies and other documents that schools are required to have by law are in place and regularly reviewed (see list below). This can be scheduled within your yearly programme.

Does your school have all these in place?

Is there an established review cycle involving governors?

Do these reviews evaluate the impact of the policies?

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Here is an example of an annual programme for governors.

TERM	FOCUS OF M&E VISIT	Date of Committee meeting to agree activity/format	Date(s) of visit(s)	Names of governors	Date of Committee meeting to collate/analyse outcomes	Date of full GB meeting to share outcomes and agree resultant actions
1/2 Term 1	<ul style="list-style-type: none"> ▪ Statutory compliance ▪ Safeguarding 					
1/2 Term 2	<ul style="list-style-type: none"> ▪ Attainment & Progress: School Improvement Priorities 					
1/2 Term 3	<ul style="list-style-type: none"> ▪ Views of Learners, Parents/Carers ▪ Safeguarding 					
1/2 Term 4	<ul style="list-style-type: none"> ▪ Attainment & Progress: School Improvement Priorities 					
1/2 Term 5	<ul style="list-style-type: none"> ▪ Equalities/Inclusion ▪ Community Cohesion ▪ Safeguarding 					
1/2 Term 6	<ul style="list-style-type: none"> ▪ Attainment & Progress: School Improvement Priorities 					

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..... PRIMARY School Governor Self Evaluation Walk: Visit Report (Focus on Calculation within Numeracy)

Governor: _____ Class Teacher: _____

e.g. I noticed... I saw... I heard... (reported after each classroom visit)

Discussions with teacher: (I heard) How do you encourage in numeracy and calculation? What sort of stimulus do you give them? How are the children grouped? How do you ensure your marking is up to date and effective in supporting pupils to make progress?

Discussions with pupil: (I saw) Can you show me a piece of calculation work that you are proud of? What do you like about numbers? What do you learn when your teacher marks your work? Can you tell me your individual numeracy target? If you need to know how to calculate what do you do if you are stuck?

Examination of evidence:

(I saw, I heard, I noticed) The Learning Environment and arrangement of the classroom and pupils resource books/stimulus material. What was the role of the member of support staff? (I saw, I heard) Comment on general learning environment, - Does it support maths/are there key words on display? What did you see that informed the children on what they were learning today?

Golden Nugget? (I noticed, saw, heard some special aspect)

Pending question for Head or teacher? e.g. Why does this teacher have no LSA. Why aren't books marked?

Brief for Staff atPrimary

The purpose of a Governors' learning walk is to support the governing body in carrying out its key responsibility on monitoring and evaluating the work of the school.

It does this by;

- Having a clear and transparent framework informing staff on the focus of the learning walk.
- Informing staff on all questions that will be asked in advance.
- Being non judgemental, Governors are only collecting evidence on what they see and hear.
- Ensuring the approach is the same in every classroom
- Collating the evidence and presenting this to the Leadership team and the School Improvement Partner.

How is a learning walk implemented?

- Governors will receive a briefing prior to starting the walk.
- Staff will see the brief at least 24 hours before the walk.
- Staff are requested to provide no more than 8 books which demonstrate children's work from across the ability range in their classroom.
- A group of Governors will visit every classroom for about 10 minutes and where possible 1 Governor will talk to the teacher, 1 will talk to pupils, 1 will look at the work sample and another will look at the classroom environment. There may be 2 governors looking at the environment and work sample.
- When the Governors leave your classroom they will spend 5 minutes in the corridor feeding back what they saw and heard in your room. This is then collated in to the final report. The format for this feedback is very strictly facilitated and there will be no judgements made.
- When the Governors have visited all classrooms they will meet together for a debrief and discuss the main learning points for them as individuals and for the school.
- The SLT will collate all the information and the key messages which will be shared with all staff at a later date as appropriate.

The Governors wish to thank all the staff for supporting the undertaking of these important learning walks.

CHALLENGE IDEAS/QUESTIONS RE STANDARDS COMMITTEE

Depending on the timing of the Standards Committee meeting, Raiseonline may not be available. However, **the Headteacher could be asked to present to the committee:**

- his/her analysis of the 2009 outcomes at KS1 and KS2 highlighting:
 - comparison with FFTB and FFTD predictions and targets in KS2 (English, Maths and English + Maths combined)
- areas of underachievement including specific groups

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- %ages making 2 levels progress by end of KS2 for Reading, Writing & Maths
- 3 (or 5 if poss) year trend data
- %age in each current year group on track to meet age-related expectations (Reading, Writing, Maths)
- how many pupils made one complete level progress from end of Y2 to end of Y4 (Reading, Writing, Maths)
- how many children at the end of Y4 were working within Level 3 in Reading, Writing & Maths?
- what %age of our pupils made 3 points or more progress last academic year in Reading, Writing and Maths?
- priorities/key actions for this year

What you as governors need to know/ask:

- are standards at the end of KS1/2 declining or improving?
- are the outcomes different for different subjects/groups of children?
- are the right priorities identified in the improvement plan?
- what are the key actions/programmes/interventions planned to address these? (eg Every Child Counts, 1:1 tuition)
- how will impact be monitored/by whom/when?
- do we need to make changes to current provision/resource deployment given the needs within each year group? is spending correctly prioritised?
- what is the profile of the quality of teaching across the school? how do you know?
- what steps will be taken to secure at least 'good' teaching in all classrooms?
- how reliable/accurate is assessment data which is used to track individual progress? are there inconsistencies? if so, what will be done to tackle these?
- which are our vulnerable groups and what additional steps are being taken to 'close the gap'?

KEY QUESTIONS FOR GOVERNORS

General:

- How well are the children/young people in each year group progressing towards end of year targets/expectations? How do you know?
- What are our Expected Outcomes at the end of each Key Stage this year? How do these compare with our targets? If there is a shortfall, what is being done to address this?
- What else do we need to do to secure accelerated improvement this year? How can governors help?

Pupil Progress:

- How and when are the children/young people assessed? How do SLT make sure that these assessments are reliable? How are outcomes used to inform teacher planning?

- To what extent are children/young people engaged in assessing their own work? What is the impact of this?
- How is each child/young person's progress tracked through the school? How is this information used?
- How do SLT make sure that underachieving children/young people are identified early and correctly? What interventions are put in place to accelerate progress? How is the impact of these valued?
- When are progress meetings held with staff? How are outcomes used to improve learning?
- How might governors contribute more effectively to assessment/data analysis processes within the school?

Quality of Provision:

- How good is the quality of teaching in our school? How do SLT know? What happening to make it even better?
- How well does our curriculum and other activities meet the range of needs and interests of learners? What is being done to improve/enhance our children/young people's learning experiences?
- How can the governors contribute more widely to the educational provision for our children/young people?

Questions for Governors - Attendance

Looked After Children/Children in Care

- How many children in care do we have in school?
- How is the attendance of children in care monitored and what contact is there with social workers, or with the Local Authority virtual head teacher for children in care?
- How many days absence have individual children in care in the school had? What are the reasons for the absences?
- Is there an action plan in place with the social worker and or Carer to address concerns about attendance?

Attendance data and processes

- How are we using attendance data in school?
- Do we as a school use data supplied from the LA through the LA database?
- How many children do we have at the moment who fall into the persistent absence category (those children with below 80% attendance) and what action are we taking with each individual to improve attendance?

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- What time do we close our register? Is it within 1/2hr of the end of registration as set out in the DCSF guidance?
- What does the Raise Online data say about our school attendance? How does our school compare to other schools in different parts of the country with similar free school meal levels? (RaiseOnline shows the national median for schools with similar levels of free school meals)
- How does the attendance of specific groups in the school (Black and Minority Ethnic group, children with a Special Educational Need, Children in Care or children on free school meals) compare to others in the school population? What are we doing to address any identified issues and how are we 'closing the gap'?

Targets

- What are the absence targets for the current year, and what actions are we taking to ensure that we meet them? (It is important to note that attendance targets are expressed as the % of absence. This means that 95% attendance is the same as 5% absence – this is DCSF terminology but can cause some confusion.)

Workforce

- Who is the Education Welfare Officer (EWO) or attendance officer in school and how much time do they spend during the week on attendance issues?
- Who is the senior member of staff responsible for improving attendance and reducing persistent absence?
- Do we use penalty notices for unauthorised absences? And does the school understand the guidance issued by the local authority?

Whichever activities you choose to undertake, these should result in your SEF including statements like these:

"As a result of governors the school now and the impact has been ... as evidenced by"

"As a result of governors pupils now as evidenced by"

"As a result of governors more/fewer pupils are now as evidenced by"

Once up and running, the outcomes from your annual monitoring and evaluation programme should feed into:

- SIP core visits
- SEF reviews
- improvement planning

By being proactively engaged in this way, governors:

- become more involved in the day to day life of the school
- have a deeper understanding of how well the school is doing
- increase their knowledge of the school's successes and challenges
- contribute to school improvement planning and SEF reviews

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- are effective partners in strategic leadership
- are able to provide more effective support to staff and pupils
- have greater confidence in providing appropriate, well-informed challenge to senior leaders
- find their role more fulfilling!